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ABSTRACT

This practical booklet for teachers and parents describes methods for improving children's disciplinary training and successful performance at school and at home. Ten steps to achieving effective discipline are outlined: understanding effective discipline; determining needs and interests; setting goals and expectations; establishing guiding rules; planning and anticipating results; negotiating cooperatively; recording performance; rewarding achievement; suffering consequences; and evaluating results. Forms for assessing and evaluating progress and keeping records of achievements are provided throughout the booklet. A recommended reading list for parents and teachers on discipline is provided. (DST)

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EFFECTIVE DISCIPLINE

- 10 steps to successful performance -

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A practical booklet for teachers and parents on how to achieve good discipline and successful performance at school and home.

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Step 1. UNDERSTANDING EFFECTIVE DISCIPLINE

"Discipline is training that develops self-control"
-Websters New World Dictionary

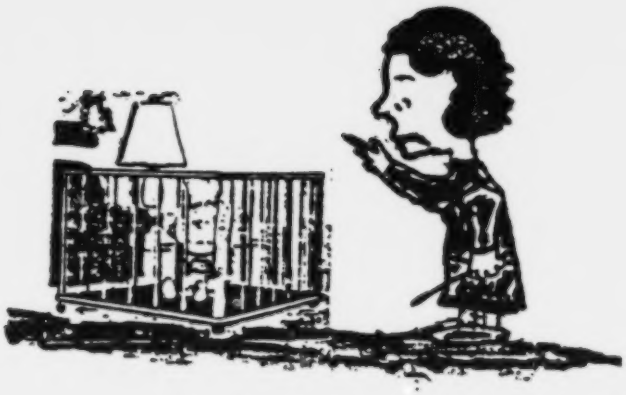
There are many kinds of discipline. But good discipline always helps us improve our behavior. Effective discipline is training which develops self-control for the successful accomplishment of desirable goals.

For example, coaches strive to help athletes improve their self-control of thoughts, actions, and movements required in specific sports and games. Parents assist their children in developing self-discipline and control in mastering such varied tasks as riding a bicycle, performing family chores, and preparing for work and marriage.

Teachers of all kinds want their pupils to learn and achieve. Most teachers know that in order to learn, persons must first want to be guided and taught. The essential element in all real learning is helping to motivate the pupil to acquire basic self-discipline. This includes the critical skills involved in understanding, formulating, and following rules and regulations, orderliness, efficiency, and the will to act.

Proverbial wisdom has admonished us that a person without self-control is as defenseless as a newborn child and that such training should begin in childhood. However, the development of effective discipline is a life-long task beginning with parents, friends, and teachers - but ultimately resting with one's self.

"The individual has within himself vast resources for self-understanding, for altering his self-concept, his attitudes, and his self-directed behavior" - Carl Rogers



HOW I WAS DISCIPLINED

All persons have experienced both effective and ineffective discipline. Give a personal example for each of the following.

How I Was Disciplined——— Effectively ———————— Ineffectively ——

By my parents:

By my brothers/sisters:

By my elementary school teachers:

By my high school teachers:

During college or other advanced training:

During work experience or employment:

By others concerned:

By myself

Step 2. DETERMINING SPECIAL NEEDS and INTERESTS

"The task is not to mold children behavioristically to some pre-determined image, but to assist them step-by-step guiding their growth"

- Arnold Gesell,M.D.

Parents and teachers must assist and guide children in their growth and development. Child specialists have long advocated that adults must trust the natural growth process and not force children into predetermined molds or designs. The basic needs and interests of children should be used in their education and development.

Some of the most important needs of children are for:

.Physical Security (food, shelter, health, etc.)
.Love (recognition, affection, friendship, etc.)
.Discipline (guidance, correction, fairness, etc.)
.Learning (play, instruction, mastery, etc.)
.Self-esteem (respect, confidence, dignity, etc.)

All persons need discipline if they are to successfully grow and cope with the demands of life. Good discipline helps a person meet their other basic needs such as how to love or learn more effectively.

Effective discipline also uses children's interests as highly motivational forces for shaping positive attitudes and effort. Interests are commonly evidenced by such things as hobbies and leisure time pursuits, membership in clubs or teams, freely selected reading materials, and topics discussed with friends.

Everyone needs to develop some special interest which helps provide meaning and pleasure in life. These interests can also be used in reinforcing learning and good behavior.

"Interest is the great motivational impulse - the only one that leads sure and far"

- Jean Jaques Rousseau

SPECIAL DISCIPLINARY NEEDS SURVEY

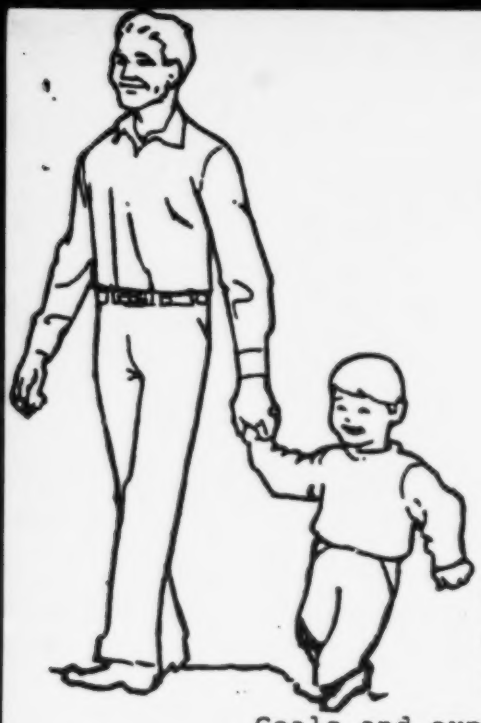
Pupil's Name_____ age___sex___

Brief description of misbehavior:

This pupil needs disciplinary training as follows:

yes	?	no	
___	___	___	1. PHYSICAL RESTRAINT (protection from self or for others).
___	___	___	2. PERSONAL RESTRICTION (limited attendance, isolation, etc.).
___	___	___	3. STRUCTURED ENVIRONMENT (special study area, noise control, materials and equipment).
___	___	___	4. FOLLOWING THE RULES (making and understanding guiding rules and regulations).
___	___	___	5. MUSCULAR INHIBITION & CONTROL (relaxation, tension reduction, biofeedback exercises).
___	___	___	6. FOCUSED ATTENTION (goal orientation, personal organization, concentration training).
___	___	___	7. SOCIAL SKILLS (cooperation, sharing, expressing feelings, manners, etc.).
___	___	___	8. CONFLICT RESOLUTION STRATEGIES (discussion, mediation, negotiation, compromisse, etc.).
___	___	___	9. VALUE CLARIFICATION (ethical right & wrong, morals, etc.).
___	___	___	10. SELECTING REWARDS (personal encouragement,rewards-incentives).
___	___	___	11. ANTICIPATING CONSEQUENCES (planning ahead and predicting outcomes and penalities).
___	___	___	12. SELF-APPRAISAL (observation, recording, reinforcing progess).
___	___	___	13. SELF-REHEARSAL PROBLEM SOLVING (constructive thinking and action).
___	___	___	14. SELF-CORRECTION (identifying and correcting personal errors and mistakes).
___	___	___	15. SOCIAL RESPONSIBILITY (chores, community service and practical work experience).

My instructional priorities for disciplinary training are:



Step 3. SETTING GOALS and EXPECTATIONS

"Fanaticism consists in redoubling your efforts when you have forgotten your aim"

- George Santayana

It is important to remember that the primary aim of parents and teachers is to help children grow and learn how to live a happy and meaningful life.

Goals and expectations should be realistic and purposeful and must be revised in accord with their effectiveness. Children expect that goals and expectations will change according to the situation and the persons involved. They also expect to be loved, guided, cared for, and taught how to cope with the demands of life. When parents, teachers, and children share their goals and expectations, they clarify their aims and increase mutual understanding and support.

Family goals and expectations help guide the behavior of both parents and children. Family members need to help one another discuss mutual concerns and goals for such things as personal responsibilities, chores, manners, schedules, leisure time activities, and learning problems. Such goal exploration requires time, effort, encouragement, and self-discipline.

In school, priority goals and expectations must also be clearly specified and understood. Most school assignments have well stated objectives and models for learning. However, when children cannot explain what it is they are to do it may be necessary to restate or simplify the goal. When pupils actively participate in selecting or creating their own objectives and projects they learn more effectively.

Appropriate goals and expectations are those that challenge (rather than discourage) pupils to use their existing skills and ability and which result in success.Effective discipline involves training in setting reasonable goals and self expectaions. Training procedures include pinpointing lesson objectives, rephrasing goals, making priority check list, writing self-directions, etc. When children clearly know where they are going and what is expected of them their behavior may dramatically improve.

MY GOALS

"Would you tell me please, which way to go from here?" asked Alice.

"That depends a good deal on where you want to get to," said the cat.

- Lewis Carroll

MY MOST IMPORTANT GOAL IS -

MY FRIENDS EXPECT ME TO -

MY PARENTS EXPECT ME TO -

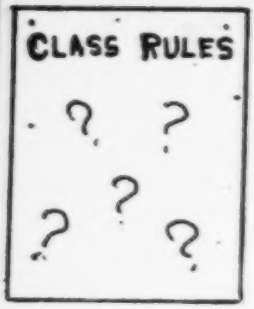
MY TEACHERS EXPECT ME TO -

I EXPECT MYSELF TO -

ONE OF MY GOALS AT HOME IS TO -

ONE OF MY GOALS AT SCHOOL IS TO -

I NEED HELP WITH -



Step 4. ESTABLISHING GUIDING RULES

"We call an individual disciplined when he is master of himself, and can, therefore, regulate his own conduct when it shall become necessary to follow some rule of life"

- Maria Montessori

Rules are regulations governing conduct. Families, homes, schools, classrooms, sports, games, businesses and organizations must have clearly defined rules to guide members of the group.

Rules are most effective when all persons concerned participate in developing the regulations by which they will be governed. Parents and teachers must guide children in developing and understanding rules. This usually requires considerable time for discussing, listing, refining, and finally selecting the most appropriate rules.

Effective rules are (1) fair and reasonable, (2) clearly understood, (3) positively stated, and (4) short and simple.

Rules must be posted where they can easily be seen and referred to. To be truly effective they must be consistently enforced. This requires that they be accompanied with a reward system for appropriate behavior and a penalty or consequence system for breaking the rules. Periodically, they must be reviewed and revised as necessary.

Some examples of commonly found rules are:

* Do unto others as you would have them do to you.
* Be considerate and respectful.
* Take turns and share.
* Pay attention and work hard.
* Complete and correct assignments.
* Record your work and progress.

Most rules such as those above need to be further refined and stated as specific as possible with actual examples of desirable behavior. For instance, an example of being "considerate and respectful" would be to "call persons by their proper names".

Many activities, such as games and sports, help children to understand the importance of rules. Life can be considered as a series of learning games that we all must play. People require guiding rules and regulations in order to grow and learn most effectively. Eventually, good citizenship demands self-regulation and responsible participation in the development of fair laws and a democratic society.

"Discipline should be based on four F's:
fondness, fairness, frankness, and firmness"

- Alexander Martin

MAKING FAIR RULES

Write some rules below that you think would be fair to all concerned.

FAMILY RULES:

1.

2.

CLASSROOM RULES:

1.

2.

PLAYGROUND RULES:

1.

2.

CAFETERIA RULES:

1.

2.

VOTING RULES:

1.

2.

OTHER RULES (explain):

Step 5. PLANNING AND ANTICIPATING RESULTS

"A wise man thinks ahead,
a fool doesn't and even
brags about it"

- Proverbs 13:16

A well disciplined person has been trained to plan ahead and anticipate the consequences of his or her actions. Young children are naturally impulsive and tend to act without much thought of results or consequences. With proper guidance and experience they gradually learn to control themselves and to "act properly".

Planning and anticipating results requires creative thinking. First, the child must be taught tothink carefully about his or her goals and the rules involved. Then the person must learn to:

- focus their attention on the task at hand
- imagine various possible courses of action
- consider practical results and consequences
- select the most appropriate action
- inhibit and monitor their actions "one step at a time"
- check results and "change course" as needed.

Effective planning requires the development of many related skills such as questioning, reviewing, remembering, analyzing, imagining, synthesizing, organizing, and evaluating. For example, planning a party, a weekend trip, or an extended vacation may utilize just some or most of these skills. So too does playing a game, writing or doing a special project, and acting appropriately in various social situations.

Parents and teachers can guide children to plan and anticipate results. Discussing and clarifying goals, imagining behavioral actions and alternatives, role playing and dramatizing possible results, and carefully evaluating the effectiveness of past deeds and actions are all useful techniques.

Effective discipline enables the person to think of proper deeds for the situation at hand and to inhibit inappropriate actions. Without such training a person cannot be truly civilized or educated.

"Thinking the deed and not the creed
would help us in our utmost need"

- Henry Wadsworth Longfellow

THINKING AHEAD

Record Sheet		
Order	Symbol Sequence	+
1	123	
2	RON	
3	1236	
4	ARON	
5	1ΔR7	
6	3+N9	
7	9A061	
8	Δ2A69	
9		
10		
11		
12		

Objective: To be able to pay attention to, remember, and reproduce a symbol sequence

Materials: Chalk symbols printed on cement or paper; record sheet

Procedure: Say to the child, "We are going to walk on the symbols in this box to make a sequential pattern. First, watch me. See, I am walking on the numbers 1, 2, 3, in that order. Now, you do the same."

When he has done that, say, "Now, watch the symbols I walk on. Go ahead and do as I did. If you were correct, I will mark a plus in your box on the record sheet."

Continue to have the student complete each series as you do them.

Extended Activities: Have the pupil say the symbols before walking the patterns. Include word and number problems.

Step 6. NEGOTIATING COOPERATIVELY

"Man propounds negotiations;
Man accepts the compromise"

- Rudyard Kipling

Effective discipline helps further good interpersonal relationships and prevents destructive personal and social conflict. When rules and regulations are based on mutual needs and interests they promote cooperation and learning. However, conflicts are unavoidable due to misunderstandings and what may be perceived as unfair treatment.

Not all disagreement or conflict is bad. Normal minor conflicts (such as family arguments) usually stimulate discussion of differences and self-examination which can result in better understanding, cooperation and change. Destructive conflict is violence against self, property, or others which seldom solves personal or social problems.

In order to prevent serious discipline problems, parents and teachers need to teach children a variety of conflict resolution skills. These include:

* talking over different perceptions of the problem
* obtaining factual information on the issues involved
* brainstorming possible alternative courses of action
* searching for common interests and concerns
* negotiating a fair compromise
* cooperating on mutually rewarding solutions

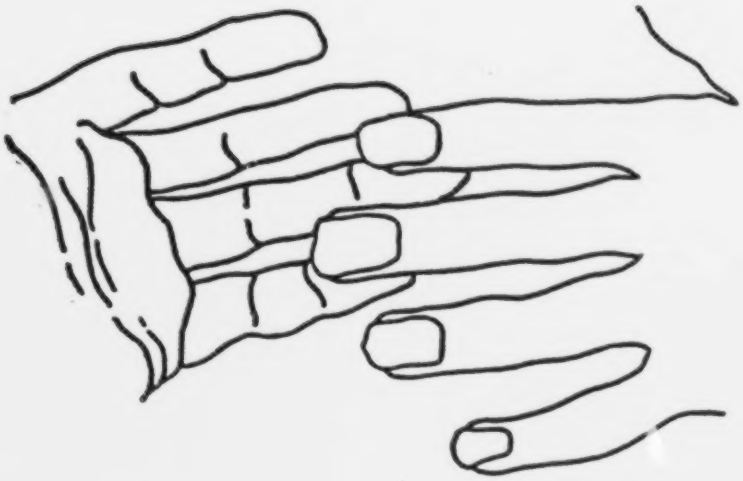
Children need considerable practice in learning how to negotiate mutual agreements, resolve fights, change rules, and make work or behavior contracts. Reading and discussing possible endings to unfinished stories about common problems helps develop insight and understanding. If school children are trained to be conflict managers (including proposing and recording alternative behavior) self-discipline improves and violence decreases on the playground and in learning situations. Cooperative development of fair work or behavior contracts helps clarify important goals and expectations between students, teachers and parents.

Many other projects, such as team games and peer tutoring, can also increase cooperation and minimize conflict. Talking to each other and respectful negotiation are essential aspects of human development and effective discipline.

"Promises may get thee friends,
but non-performance will turn
them into enemies"

- Benjamin Franklin

CONFLICT MANAGER'S REPORT FORM*



Date_____

Name(s) of Conflict Managers:

Names of pupils engaged in conflict:

Description of conflict or problem:

Proposals made by all concerned to solve the problem:

Agreement reached:

This report was presented to:

*All persons involved agree to cooperate in completing this form, take turns in telling the truth, not to interrupt or call names, and to follow the agreement reached.

Step 7.

RECORDING PERFORMANCE

	1	2	3	4	5	6	7	8	9
HOME	0	0	?						
VISITORS	0	0	2						

"Observe all men; thyself most"

- Benjamin Franklin

If baseball players wish to improve their performance they must first know how well they are actually doing. The same thing is true for all persons who want to better their selves and "get ahead." In order to help children learn and achieve, parents and teachers must accurately record their starting point for determining guiding strategies and future gains.

It is hard to be objective in observing and recording behavior. While athletes and scientists may use instruments such as stop watches and videotapes, most persons just write down (note, check-off, etc.) the score or performance. Then they attempt to understand what mistakes were made and how to improve total performance.

Parents and teachers often help children record and analyze positive behaviors such as the number of:

* good manners displayed
* times spent helping others
* chores done
* games won
* homework assignments finished
* words spelled correctly
* sentences written
* stories read
* problems solved
* grade-point averages

Although it is usually best to try to record and improve positive performance, sometimes it is important to focus on negative behaviors. Athletes wish to reduce their errors, many people desire to lose weight, parents and teachers hope to decrease the number of disruptive behaviors and fights. In any case, after we know what it is we want to do it is necessary to find out where we are in order to determine future progress.

A useful record indicates the kind, number, and date of behaviors observed. Several of these are presented on the following pages. Truly effective discipline involves teaching children to record and monitor their own behavior.

"The great thing in this world is not so much where we are, but in what direction we are moving"

- Oliver Wendell Holmes

MY PROBLEM SOLVING RECORD

My name is _____

- Behavior -	- Dates -											
PAYING ATTENTION												
COMPLETING ASSIGNMENT												
CORRECTING MISTAKES												
SELF DIRECTION & CONTROL												

*Record: Good = 2
Fair = 1
Poor = 0

Step 8. REWARDING ACHIEVEMENT

"Education should be as attractive as sin"

- George Bernard Shaw

When people are rewarded for good performance they become motivated to continue their efforts and achievement. A hug or praise for work well done brings instant recognition and personal satisfaction.

People respond to different kinds of rewards. The trick is to make learning and good behavior highly attractive with appropriate incentives. Both individual and group rewards should be used for recognizing progress toward academic, social and personal goals.

Intrinsic self satisfaction and personal privileges are very powerful incentives. These include the joy and delight of having accomplished a job well done, increasing confidence and self-esteem, and self-allocated time to pursue special interests and projects. Occasional self-gifts such as food, toys, clothes, etc. can be quite effective.

Parents and teachers also recognize the importance of selected material rewards. For example, money (coins, bills, checks, credits, points, tokens, etc.) is widely valued for the exchange value; most people will work hard for wages, job contracts, potential raises or a bonus. Students can also be motivated by the prospect of earning such varied tangible rewards as raisins, nuts, stickers, tickets and passes, pencils and art supplies, toys and trinkets, posters, grades, and report cards.

In addition, social rewards can provide recognition, group identification and special privileges. Some of the most effective social rewards include:

* Public praise and acknowledgment (name posting, certificates)
* Family trips and outings
* Badges for recognizing outstanding citizens or team players
* Congratulatory notes to parents
* Citizenship Council or club privileges (voting, parties, peer tutoring, monitors, conflict managers, free time, etc.)

Rewards are most effective if they are given as soon as they have been earned. With effective discipline children gradually learn to monitor and reward their own behavior and to help others to do so as well.

"The whole art of teaching is only the art of awakening the natural curiosity of young minds"

- Anatole France

GOOD BEHAVIOR STARS

Name:

Total stars earned:

Award earned:

Date:

Step 9. SUFFERING CONSEQUENCES

"In nature, there are neither rewards nor punishment - there are only consequences"

- Robert Ingersoll

Effective discipline enables a person to prevent many problems by predicting the consequences of his or her behavior. If a child does something that is followed by an unpleasant result he usually hesitates in making the same mistake again.

Children learn to behave as a result of how and what they were taught during their early formative years; as they grow, life's demands become increasingly complex as do the consequences of misbehavior. Consequences are learned from experiencing rewards and punishments in the home and community.

Educational consequences should include retraining, correction, and self-monitoring. Continued mistakes or misbehavior usually requires goal clarification, parent or teacher modeling, and much personal guidance in practicing proper behavior. Cooperative development of warning signals (such as yellow stickers, verbal or manual cues, etc.) often help to remind the child to establish self-control and avoid more serious consequences.

Effective discipline subjects the person to a series of penalties such as fines, loss of privileges, confinement, or discomfort. Gradually increasing fines usually cost the person money, points, tokens, and time. The systematic use of careful scolding, after school or home confinement, and loss of personal or group privileges can all help children to regain control of their behavior.

For example, all classrooms should post a Behavior Code with guiding rules and clearly stated consequences for misbehavior. Some progressive consequences might be:

1st. offense: Name placed on warning chart or chalkboard.
2nd. offense: Private after-school scolding and correction.
3rd. offense: Special home/school detention assignment.
4th. offense: Point/token/time fine and meeting with parents.
5th. offense: Severe reprimand by principal and school penalty.

Sometimes physical punishment such as spanking is used although it is almost always ineffective if it is not accompanied with guidance and corrective reeducation. Theconsequences of chronic misbehavior might be isolation, special placement, restricted attendance, suspension, total exclusion or institutionalization. Parents and teachers need to be fair and consistent in their use of disciplinary rewards and punishments.

"When reason preaches, if you don't hear her she will box your ears"

- Anon

PERSONAL PENALTIES

My name is_____ Today's date is_____

My misbehavior was:

Some fair penalties for this misbehavior might be:

1.

2.

3.

I think my penalty should be:

I understand that I can avoid future penalties by:

Signed_____

Step 10. EVALUATING RESULTS

"Experience is a wonderful thing. It enables you to recognize a mistake when you make it again"

- Anon

Effective discipline is training that works. This is determined by carefully evaluating how much progress a person has made in improving their behavior or achievement. It takes considerable effort to develop a truly effective discipline program.

In many cases, children with behavior problems actually get worse when a new program is started. This is because most persons "test out" new rules and procedures and how parents and teachers manage them. However, with determination and consistency, parents and teachers gradually learn to improve their program and experience reasonable success.

It is essential for all concerned to recognize and appreciate any progress - however slow or erratic it may be. The young child who finally takes a bite of "new" food is making progress. So too is the weight watcher who loses only a pound a week. And the student who begins to complete his assignments with increasing accuracy is on the way to academic success.

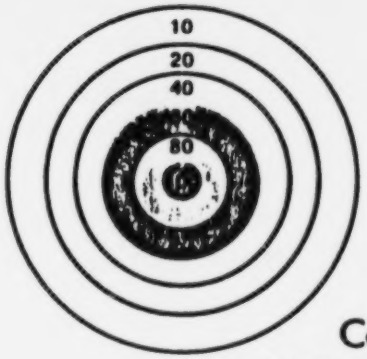
Children must be taught self-evaluation and correction. By helping them to reconsider and reflect on their personal actions they can be guided to propose alternatives and experiment with other ways of behaving or problem solving. Through evaluating and recording their own work such as points earned, test results, grades, and rewards, children improve in self awareness, responsibility, and control.

When progress is not being made as rapidly as expected it becomes necessary to closely reevaluate one's behavior and the entire program. All disciplinary programs require modification with time and experience and should be changed accordingly. It is foolish to persist with a program that is not working. There are usually many different ways of accomplishing one's objectives and these need to be clearly recognized and explored as needed.

Frequently, goals have to be revised. Different lessons and instructional materials may be required. Rules, rewards and penalties also demand occasional refinement. And sometimes major changes are necessary in the home and school environment in order for behavior to significantly improve. Effective discipline requires evaluation, redesign, and the cooperative efforts of all concerned.

"Get your facts first and then you can distort them as much as you please"

- Mark Twain



Progress Record

Name:

Goal:

Color in your progress as you move toward your goal.

100 Excellent!										
80 Great!										
60 OK										
40 Some Progress										
20 Very Little Progress										
0										
Recording dates										
Scores										

PARENT/TEACHER SELF-EVALUATION

Rate each of the following items on a scale of 1 to 10 (very poorly done to very well done). Then determine your total score and plan what you might do to improve it.

Rating

____ 1. I listen carefully to my children's problems and concerns.

____ 2. I have individual goals and expectations for my children.

____ 3. I clearly explain and demonstrate what I expect my children to do.

____ 4. I provide my children with adequate learning experiences and materials.

____ 5. I have involved my children in making and enforcing rules and regulations.

____ 6. I like and enjoy my children.

____ 7. I encourage and reward progress for achievement and good behavior.

____ 8. I teach my children to monitor and control their own behavior.

____ 9. I correct and punish my children fairly and consistently.

____ 10. I am a good role model for my children to imitate.

total:____

81-100	terrific!
61-80	"OK"
41-60	"so-so"
21-40	not so good
0-20	terrible!

RECOMMENDED READING

Practical books on discipline
for parents and teachers

Clarizio, Harvey. Toward Positive Classroom Discipline. New York: John Wiley and Sons, 1980.

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